

TIPS 2.0 Lesson or Session Planning Template

Patterning & Algebra Breakout #4: Working With Struggling Students

Grade K-4

<p>Time Bar:</p> <p>Breakout #4</p> <p>1.5 hours</p>	<p>Math Learning Goals</p> <ul style="list-style-type: none"> • Exploring CLIPS to consider how young learners can begin to foster a habit of looking for patterns and relationships • Developing open questions as a means to supporting a wide variety of students including struggling learners 	<p>Materials</p> <ul style="list-style-type: none"> • Post it notes • BLM 4.1 • BLM 4.2 • “H” charts from previous sessions
<p>Minds On...</p> <p>20min</p>	<p>Small Groups → Post It Piles</p> <p>Give everyone a post it and ask them to consider the past few days of learning on Patterning and Algebra.</p> <p>Have them write one thing they would still like to discuss (to deepen understanding) on the front of the post it and their name on the back.</p> <p>Two tables join and pile their post its on each other if the topics for discussion are similar. Then have them join their post it piles to two more tables until all similar post its are in piles. These are the groups the participants will split into for discussion.</p> <p>Give participants time to discuss their topic in small groups. Facilitators circulate to groups.</p>	<ul style="list-style-type: none"> • A_{for}L Assessment <i>for learning</i> (inform future instruction)
<p>Action!</p> <p>20min</p> <p>10min</p> <p>20min</p>	<p>Individual → Explore CLIPS</p> <p>Explore CLIPS on Linear Growing Patterns and to consider how the lessons might change instructional practice.</p> <p>Whole Group → Discussion</p> <p>Introduce/Review ways that questions might be opened up. (BLM 4.1)</p> <p>Grade Partners → Open Questions</p> <p>Have participants look at math sample questions (BLM 4.2) taken from textbooks for their grade and discuss how they might open up/tweak the question so it better allows for differentiation and support for struggling students.</p> <p>Remind participants that the questions should provide opportunities for multiple representations, multiplicative thinking and generalization.</p>	<ul style="list-style-type: none"> • A_{for}L Assessment <i>for learning</i> (inform future instruction)
<p>Consolidate Debrief</p> <p>20 min</p>	<p>Table Groups → Post It Piles</p> <p>Finish filling in “H” chart and post for others to see.</p> <p>Complete final reflection in journal on teacher efficacy.</p>	<p>Journal Entry: Slide 11 in PPT</p>
	<p>Home Activity or Further Classroom Consolidation</p>	

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